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UNITED NATIONS EDUCATIONAL AND TRAINING PROGRAMME FOR SOUTHERN AFRICA

Report of the Secretary-General

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I. INTRODUCTION

1. The United Nations Educational and Training Programme for Southern Africa (UNETPSA) was established by the General Assembly in its resolution 2349 (XXII) of 19 December 1967 by integrating earlier special programmes to assist persons from Namibia, South Africa, Southern Rhodesia and territories under Portuguese administration in Africa. It is administered by the Secretary-General in consultation with the Advisory Committee on the United Nations Educational and Training Programme for Southern Africa, which was established by the Assembly under resolution 2431 (XXIII) of 18 December 1968, and is financed from a trust fund made up of voluntary contributions by States, organizations, foundations and individuals. The Programme is now granting new awards only to disadvantaged students from South Africa.

2. In its resolution 49/17 of 23 November 1994, the General Assembly endorsed the Programme's activities aimed at contributing to South Africa's human resource needs during a critical period of development and appealed to all States, institutions, organizations and individuals to offer such financial and other assistance to the Programme as would enable it to carry out its programmed activities.

3. The present report covers the period from 1 September 1994 to 31 August 1995.

II. CONTRIBUTIONS TO THE PROGRAMME

4. Since the last report of the Secretary-General, dated 7 October 1994 (A/49/491), the Programme has received the following contributions totalling $3,125,482, for the period from 1 September 1994 to 31 August 1995:

Country	$
Barbados	500
Cyprus	2 000
Egypt	412
France	41 284
Germany	102 254
Greece	9 000
India	2 000
Ireland	75 200
Japan	1 360 000
New Zealand	25 200
Spain	31 419
United States of America	1 475 000
Zimbabwe	1 213
	3 125 482

5. In addition, the following pledges for 1995, totalling $21,408, are outstanding:

Country	$
Brazil	15 000
Iceland	1 408
Indonesia	5 000
	21 408

6. The 1995 contributions and 1994/95 pledges, totalling $3,146,890, represent a decline in resources over the previous year, when contributions and pledges totalled $3,299,752. The current reporting period, 1 September 1994 to 31 August 1995, straddles a transitional pledging format for the Programme. Consequently, as UNETPSA is now included in the annual pledging conference for development activities, the pledges in November 1995 will be for the 1996 calendar year.

7. In addition, in accordance with General Assembly resolution 48/258 B of 23 June 1994, the following contributions which were made to the United Nations Trust Fund for South Africa during 1994/95 are available to UNETPSA:

Country	$
Australia	47 560
Austria	100 000
Barbados	500
Chile	10 000
Egypt	412
India	2 000
Japan	20 000
Luxembourg	13 777
Namibia	500
New Zealand	11 150
Venezuela	3 882.35
	209 781.35

III. AWARDS OF SCHOLARSHIPS

8. The pattern of the development of the Programme since 1988/89 may be seen from the table below:

Reporting period	Number of new awards	Number of awards extended	Number of scholarship holders
1988/89	95	1 113	1 208
1989/90	542	658	1 200
1990/91	648	630	1 278
1991/92	1 264	844	2 108
1992/93	1 989	564	2 553
1993/94	924	1 706	2 630
1994/95	766	679	1 445

9. The breakdown of scholarship holders by country of origin since 1988/89 is as follows:

	1988/89	1989/90	1990/91	1991/92	1992/93	1993/94	1994/95
Namibia	442	361	343	321	94 a/	62	7
South Africa	766	839	925	1 787	2 459	2 568	1 438
Total	1 208	1 200	1 268	2 108	2 553	2 630	1 445

a/ The Advisory Committee decided that, as from 31 December 1992, new awards would be given to disadvantaged South Africans only. Consequently this figure represents the number of awards extended to Namibian students already sponsored by the Programme prior to December 1992.

IV. WORK OF THE ADVISORY COMMITTEE

10. The Advisory Committee on the United Nations Educational and Training Programme for Southern Africa is composed of representatives of Belarus, Canada, Denmark, India, Japan, Liberia, Nigeria, Norway, the United Republic of Tanzania, the United States of America, Venezuela, Zaire and Zambia. Representatives of the Organization of African Unity (OAU) and the United Nations Development Programme (UNDP), as well as representatives of Botswana, Lesotho, South Africa and Swaziland, attend meetings of the Advisory Council as observers.

11. During the period under review, Mr. Hans Jacob Biorn Lian, Permanent Representative of Norway to the United Nations, was Chairman of the Advisory Committee. Mr. Otema S. Musuka, Permanent Representative of Zambia, was replaced by his successor as Permanent Representative, Mr. Peter Kasanda, as Vice-Chairman.

12. The Committee held three meetings, at which it considered several aspects of the development of the Programme in the light of the changing circumstances in South Africa. Following the successful holding of elections by universal suffrage in April 1994, most of the major donors refocused their aid in favour of bilateral programmes. This had a negative effect on the funding situation of the Programme.

13. The Secretary-General was invited by the General Assembly, in its resolution 49/17, to make recommendations to the Assembly at its fiftieth session on the future role of the Programme. At its 75th meeting, the Advisory Committee requested the Secretariat to prepare a working paper on the future role of the Programme, which was discussed at the 76th meeting of the Committee. The conclusions and recommendations of the Secretary-General are outlined in paragraphs 24 to 34 of the present report.

14. During the period under review, the Programme initiated several new projects in cooperation with a broad network of scholarship agencies, educational institutions and non-governmental organizations and the Government of South Africa. Through a cost-effective allocation of resources and co-sponsorship arrangements with an increasing number of universities, technikons and some non-governmental organizations inside South Africa, the Programme has been able to sponsor 1,445 students this year as opposed to 2,630 students last year. In spite of a further consolidation of the cost-effective and highly desirable policy of placing students in South Africa, there was a decrease in numbers. This was due, in part, to a deliberate policy of concentrating distance education on the type of programmes geared to providing under- or non-qualified teachers with courses leading to proper certification, in an effort to strengthen the educational structures at the grass-roots level.

15. The Programme continues to repatriate graduates from the United States of America, other high-cost countries and neighbouring host countries as soon as they graduate. It should be noted that, in its work plan for 1995-1996, the Programme intends to spend the total budget for new awards inside South Africa and a few awards in the neighbouring States. Only 2 per cent of already programmed funds was allocated for extensions of awards of students studying in high-cost countries. Currently 94.4 per cent of students sponsored by the Programme are placed in South Africa and other low-cost countries and only 5.6 per cent remain in high-cost countries pursuing programmes in specialized fields.

16. The Programme continues to co-sponsor training programmes with technikons, teacher training institutions and other institutions involved in distance education, with a focus on teacher upgrading in South Africa to strengthen the educational infrastructure of the country. The training and placement of cadres for middle- and high-level management in the key sectors of science and technology remains a priority for the Programme, which views this as a crucial requirement for sustained growth and development in South Africa. There is a concerted effort to include poverty alleviation projects that are geared towards supporting community economic empowerment, with an emphasis on projects that would benefit rural women. Closer relations and consultations with various ministries of the Government of national unity were developed. This has resulted in increased support for projects that are closely aligned with the needs identified in the Government's Reconstruction and Development Programme.

Co-sponsorships and other cooperative arrangements

17. As the Programme increasingly expanded its educational and training activities within South Africa, particular attention was given to distance education and training programmes at universities and technikons, with a view to enhancing institution- and capacity-building and contributing to South Africa's human resources needs during the transition period and beyond. The extension of the very limited awards in graduate studies at the M.A. and Ph.D. levels, carried out primarily abroad, continued. These awards involved tuition waivers, graduate assistantships and other cost-sharing arrangements, with special emphasis on selected fields of study such as public administration and planning, management and accounting as requested by the new Government. Although several

requests for 1995 intakes were received from our traditional co-sponsoring partners, such as the Institute for International Education and others, these represented a small number of many of the worthy proposals both inside South Africa and abroad that could not be given proper consideration in the absence of recommendations on the Programme's future.

18. Administrative costs of the Programme have been maintained at a minimum through group arrangements with educational institutions in South Africa. In order to strengthen coordination with its South African partners and monitor more closely the implementation of its educational and training projects in South Africa, the Programme was able to recruit a National Programme Officer in South Africa, who was deployed as soon as the office of the United Nations Development Programme (UNDP) became operational.

19. Co-sponsored projects that are in progress or are under active consideration are listed below:

(a) FUNDANI replaced the Bursary Council of South Africa (BCSA), which, like so many non-governmental organizations involved in scholarship programmes, had disintegrated. Some of the BSCA students were taken over by FUNDANI, the non-governmental organization which also inherited students previously sponsored by the Education Development Trust (EDT). Out of a total of 98 awards co-sponsored with FUNDANI, BSCA and EDT in 1994 and 1995, 33 were extended in 1995. These students specialized in fields such as law, education, agriculture, engineering, business and health. The African Scholarship Fund (ASF) was also incorporated into FUNDANI late in 1994; there were 23 extensions and 13 new awards made in 1994 in the fields of law, public administration, education, science and engineering co-sponsored with ASF.

(b) Lawyers for Human Rights. Thirty-three awards were extended and 11 new ones granted in 1994 and 1995. Co-sponsorship is limited to students who are engaged in legal studies. Upon graduation they are expected to join a core group of lawyers and judges who will play an important role during the transition period and beyond.

(c) Educational Opportunities Council (EOC). For 1994 and 1995, a total of 20 new awards were made covering professional upgrading of university teaching staff and other professional degree programmes; an additional 15 awards were extended.

(d) University of Fort Hare. For 1994 and 1995, there were 53 new awards and 6 extensions granted in fields such as education, law, public administration and science. Most of the new awards granted in 1995 were awarded to students in agriculture, and those pursuing graduate studies.

(e) University of Witwatersrand. There were 29 new awards in 1995 at the University, where the Programme has been focusing on public policy and management through a special postgraduate programme preparing personnel for the transition period. In addition, as a result of special fundraising efforts through the auspices of the Educational and Training Foundation for Southern Africa, UNETPSA received a renewable grant of US$ 50,000 from the Genesis Foundation, which made it possible to double the number of awards in the

sciences and other priority fields at the University of Witwatersrand, bringing the total number of awards to 60.

(f) University of Natal. There were 16 new awards for 1995 in fields covering education, teacher training, economics and law. Only one award was extended in the social sciences.

(g) University of Durban. Seventeen awards were extended in 1995 and a total of 55 new awards granted in 1994 and 1995. As was the case with other institutions with which UNETPSA entered into cooperative arrangements this year, the University was able to provide the Programme with candidates meeting its guidelines for gender and urban/rural balance without jeopardizing the priority fields of study in education, science and mathematics.

(h) University of Cape Town. Arrangements were concluded late in 1994 with the University of Cape Town, the University of the Western Cape and the University of the North. At the University of Cape Town 44 new awards were granted in 1994 and 1995. An additional seven awards were extended in 1994.

(i) University of the Western Cape. A total of 51 new awards and 7 extensions of awards were granted. Once again gender balance was achieved at this institution. Studies were undertaken in the priority fields of education, science, law and administration.

(j) University of the North. Forty-one new awards were granted in law, commerce, pharmacy and other para-medical fields, agriculture, administration and library studies. One award in sociology was extended.

(k) Bristol University, in conjunction with the University of Transkei, was assisted in finalizing two proposals. The first was to upgrade the management skills of senior officials from the offices of bursars, registrars and rectors of each of the historically Black universities. The second project has the twofold objective of developing educational materials for management and professional development, and enhancing institutional capacity-building at the universities of the Western Cape, Durban-Westville, Transkei and the North-West.

(l) South African Committee for Higher Education. The 1994 arrangements to support 1,000 students engaged in bridging programmes, co-sponsored with the Committee, as part of community-based distance education programmes were modified in 1995 to support 300 teachers to enable them to upgrade their qualifications and/or be certified.

(m) Technikons. Direct arrangements are in place with only 2 of the 16 to 19 technikons. Of the 200 awards granted at Technikon RSA in 1994, 28 were extended and 29 new ones granted in 1995. Most of these awards are for studies in management, administration and accounting auditing. At the Peninsula Technikon a total of 75 new awards were granted in 1994 and 1995, mainly in the various types of engineering and biomedical technology.

(n) University of Durban-Westville. Extensions of 25 new awards, granted the previous year at the University of Durban-Westville, were processed. These

had a creative built-in job placement component. The majority of students were studying education, or administration.

(o) University of Transkei. There were 31 new awards in the fields of commerce, law, education and administration.

(p) The Medical University of Southern Africa, which trains more than 60 per cent of African medical doctors in South Africa, was assisted with 27 new awards in each of the years 1994 and 1995. In 1995, 27 scholarships were extended; of these 21 were for studies in medicine and 6 for dentistry.

20. Two missions undertaken to South Africa produced closer collaboration and contacts with high-level officials from the education, public service and labour ministries and professional institutional associations such as the Committee of University Principals. These contacts made a crucial contribution to the formulation of the highly relevant group projects listed below aimed at underpinning the educational system and supporting rural community economic development, including the delivery of primary health care and other services, and facilitating internships of UNETPSA and other graduates within the civil service. The resulting group projects are:

(a) Upgrading the qualifications of 20 senior lecturers from the historically disadvantaged universities;

(b) Upgrading the qualifications of 50 junior lecturers from the historically disadvantaged universities;

(c) Upgrading the skills of 40 administrators and/or lecturers at disadvantaged technikons;

(d) Training of 60 participants at the University of Witwatersrand in public policy and development management, with an emphasis on rural community economic development;

(e) Training of 50 primary health care assistants at the University of Natal;

(f) Training of 15 participants at the University of Natal at Pietermaritzburg under a project in rural community development;

(g) Training of 15 participants at the University of Natal at Durban in community services;

(h) Sponsorship to enable eight educators to participate in a project for the development of educational materials;

(i) Training and attachment for a total of 70 fellows and graduates at different levels of the public service, and of 50 senior level civil servants in public administration and management;

(j) Training of appropriate university and technikon officials in mediation and conflict resolution.

21. There are five additional projects in the pipeline: two with FUNDANI, in human resource development management for rural women and in agricultural and technical colleges; one with the Ford Foundation in planning and development management, possibly at the University of the North; the fourth with a marshals' service corps training development programme and the fifth with the South African Committee for Higher Education to provide high equivalency to adult learners. Both the Committee and the marshals' service corps training programmes would benefit thousands of unemployed and uneducated members of the so-called lost generation, which totals an estimated 15 million.

22. The Programme continues to wind down its activities in high-cost countries. The International Institute of Education and UNETPSA extended awards of 12 ongoing co-sponsored candidates at the Master's degree level. During the current reporting period UNETPSA continued its cooperation with educational institutions and non-governmental organizations such as the New Hampshire College, New York University, Columbia University, the University of California at Los Angeles, Kearney State College, Ramapo College, Upsala College and the Education Fund for Southern Africa and the Lutheran Church.

V. CONCLUSION AND RECOMMENDATIONS REGARDING THE FUTURE OF THE PROGRAMME

23. The General Assembly, in paragraph 5 of its resolution 49/17, encouraged further contacts and consultation on the future of the programme between the Chairman and Vice-Chairman of the Advisory Committee and the relevant South African ministries. In paragraph 8, it further invited the Secretary-General, in the light of the changed political circumstances in South Africa, to make recommendations to the General Assembly at its fiftieth session on the future role of the Programme after having consulted with the Advisory Committee.

24. UNETPSA was originally established to provide educational opportunities for individuals from countries under colonial domination (General Assembly resolutions 2349 (XXII) and 2372 (XXII)). Traditionally, the Programme provided awards for individuals from countries which attained independence, such as Angola, Cape Verde, Guinea-Bissau, Mozambique, Namibia and Zimbabwe, during a transition period of up to two years beyond independence for most countries, three years for Namibia.

25. In the case of Zimbabwe, even though the transition lasted for a year or two, long-term awards for medical and engineering studies were granted so that the last Zimbabwean graduated in 1987/88. Similarly, a few Namibians will be graduating in 1996/97. With respect to South Africa, UNETPSA staff have found that all tertiary institutions in South Africa have stressed the necessity to provide assistance for first-year students, especially in engineering, sciences, business and medical studies, and some graduate programmes since students have the hardest time finding sponsors during their first year of study, especially at the historically disadvantaged universities. In order to enhance the human resource development component of the Government's Reconstruction and Development Programme, the Programme should now consider support for students in the sciences in particular fields which previously were not available to the

vast majority and even at this stage are largely available only in the well endowed and very expensive "white" institutions.

26. Moreover, even though the legacy of apartheid continues to wreak havoc at all levels of education, it is most devastating at the tertiary level, which in turn directly affects entry-level and middle-management job seekers. Taking into consideration the devastating impact apartheid has had on the education and training of the historically disadvantaged communities, we are facing a challenging situation which cannot be redressed overnight. Therefore the need for the continuation for a few more years of a programme such as UNETPSA remains. In fact, if such a programme did not exist it would be necessary to create it.

27. In view of the above, the Secretary-General recommends the extension of the Programme for three to five years beyond the 1994 historic date representing the transition to democracy. As with past practice and depending on donor support, full new awards should be given and the maximum three-year period allowed for most degree programmes in South Africa. This would take the Programme to 1998 or, in the case of five- or six-year engineering or medical degrees, to the year 1999. The Programme then has a window of opportunity to sponsor first-year students within the priority fields and meet most other UNETPSA criteria, and thus play a meaningful role in the transition period identified by the Government of South Africa under its Reconstruction and Development Programme.

28. It is important to recognize, however, that the need to improve the educational system will be a long-term developmental priority for the entire region.

29. Contributions to the UNETPSA Trust Fund should continue to be made through the annual United Nations Pledging Conference for Development Activities. These funds could be utilized for individuals from South Africa in accordance with their human resource development needs.

30. The Secretary-General considers that, in order to integrate the goals of the Programme with the overall multilateral development programmes for the region, the management of UNETPSA and the Trust Fund should be transferred to UNDP as soon as possible, and no later than 1 May 1996. The Secretary-General recommends that the Programme should be a readily identifiable entity within UNDP. This proposal is in line with the intention to strengthen the role of UNDP as the entity responsible for the mobilization and management of financial resources for development.

31. In view of the urgent need to contribute effectively to the immense human resources needs of a new, non-racial and democratic South Africa, the Secretary-General appeals to all States, institutions, organizations and individuals to offer continued generous financial and other support to the Programme. It is now increasingly recognized that a large trained cadre of Black South Africans, especially at the high- and middle-management levels in education, science, technology and other priority areas, is indispensable to the economic and social upliftment of South Africa.

32. The Secretary-General commends the work of the Advisory Committee and in particular thanks the Chairperson and Vice-Chairperson for their teamwork in enhancing the effectiveness of the Advisory Committee. In view of the changed nature of the Programme and of the Trust Fund, the General Assembly may wish to consider the advisability of transferring the decision-making authority and review of the Programme to the Executive Board of UNDP. Consequently, the Advisory Committee should be discontinued.

33. Finally, the Secretary-General wishes to express his deep appreciation to those States which have supported the Programme, either in the form of contributions, scholarships or placement in their educational institutions. He also wishes to express his appreciation to the Secretary-General of the Commonwealth Secretariat, the Administrator of UNDP, the United Nations High Commissioner for Refugees and the executive heads of the specialized agencies for their continued cooperation. He further wishes to acknowledge the contributions of educational institutions in all countries, in particular those in Botswana, Ghana, Kenya, Lesotho, Namibia, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe, where places for nationals have been given up to make room for South Africans. In addition, recognition is accorded to non-governmental organizations, particularly in South Africa, and to other organizations that have cooperated with the Programme. He also strongly calls for continuing support of UNETPSA.

ANNEX I

Applications and awards

(1 September 1994-31 August 1995)

A. Namibia

New applications received	0	
New awards granted		0
Awards extended		7
Total scholarship holders		7
Awards completed	55	

B. South Africa

New applications received	2 031	
New awards granted		766
Awards extended		672
Total scholarship holders		1 438
Awards completed	1 130	

C. Grand total

New applications received	2 031	
New awards granted		766
Awards extended		679
Total scholarship holders		1 445
Awards completed	1 185	

ANNEX II

Countries and fields of study

Country of study	Field of study	Number of awards
	A. Namibia	
Germany	Medical science (MD)	1
Kenya	Vocational education	1
Namibia	Economics	1
	General education	2
	Total, Namibia	3
United States of America	Pharmacology	1
	Dental studies	1
	Total, United States	2
	B. South Africa	
Botswana	Business and computing studies	1
	Economics and accounting	2
	Education	3
	Dental therapeutics	1
	General law	1
	Public administration	1
	Electrical engineering	2
	Social science	1
	Library science	1
	Total, Botswana	13
Canada	Sociology	2
Greece	Medical science (MD)	1
India	Medical science (MD)	2
Japan	Economics	1
Kenya	Electrical engineering	2
Lesotho	Accounting	1
	Public administration	4

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Country of study	Field of study	Number of awards
Lesotho (continued)	Commerce	3
	Economics	1
	General education	12
	Humanities	6
	Vocational education	3
	General law	11
	Life science	8
	Agriculture/agronomy	1
	Civil engineering	1
	Electrical engineering	2
	General statistics	1
	Social work	1
	Total, Lesotho	55
Liberia	Agriculture/agronomy	1
	Medical science (MD)	1
	Total, Liberia	2
South Africa	Administration, management, finance	127
	Accounting	16
	Architecture	4
	Public administration	45
	Business studies	1
	Commerce studies	53
	Economics	61
	Industrial economics	2
	General education	14
	Higher education	173
	General law	155
	Life science	39
	Agriculture/agronomy	170
	Biology	2
	Ecology/environment	1
	General life science	24
	Medical science (MD)	55
	Primary health care	44
	Dentistry	6
	Dental therapy	1
	Optometry	3
	Radiography	1
	Pharmaceutical studies	5
	Public health	1
	Biomedical technology	8
	Construction and building	4

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Country of study	Field of study	Number of awards
South Africa (continued)	Civil engineering	6
	Mechanical engineering	6
	Chemical engineering	4
	Electronic engineering	21
	Information technology	5
	Food technology	7
	Chemistry	3
	Horticulture	5
	Public relations	4
	Philosophy	1
	Speech therapy	1
	Training of trainers	1
	Urban and regional planning	1
	Political science	1
	Social science	36
	History	1
	Psychology	4
	Sociology	1
	General mathematics	1
	Humanities	13
	Library science	12
	Total, South Africa	1 149
Swaziland	Accounting	1
	Economics	5
	General education	3
	Primary education	19
	Secondary education	2
	Architecture	1
	General law	2
	Life science	3
	Agriculture/agronomy	9
	Social science	7
	Total, Swaziland	52
United Kingdom	Economics	1
	Medical science (MD)	1
	Electronic engineering	1
	Total, United Kingdom	3
United Republic of Tanzania	Financial administration/budgeting	3
	International finance	4
	Public administration	1
	General law	1

Country of study	Field of study	Number of awards
United Republic of Tanzania (continued)	Agriculture/agronomy	1
	Occupational health	4
	Mechanical education	2
	Political science	2
	Journalism	4
	Social work	4
	Total, United Republic of Tanzania	26
United States of America	Agriculture/agronomy	1
	Computer science	7
	Economics	3
	Education	12
	Urban planning	6
	Biology	2
	Pharmacology	1
	Dental studies	2
	Electrical engineering	1
	Political science	1
	History	1
	Sociology	5
	Medicine	2
	Political economics	1
	Geography	3
	Business administration	2
	Chiropractic medicine	2
	Chemistry	3
	Mathematics	4
	Information systems	2
	Physical therapy	1
	Mass communication	2
	Animal breeding	1
	Public health	4
	Drama	1
	Human resource management	1
	Public administration	2
	Total, United States	73
Zambia	Accounting	1
	Marketing management	1
	Computer science	2
	Vocational education	1
	Total, Zambia	5

Country of study	Field of study	Number of awards
Zimbabwe	Personnel administration	1
	Business studies	4
	Commerce studies	2
	Economics	8
	General education	5
	Vocational education	4
	General law	8
	Medical science (MD)	1
	Social work	2
	Humanities	7
	English	10
	Total, Zimbabwe	52
	Grand total	1 445

ANNEX III

Placement by region, 1994/95

	Africa	Europe	North America	Asia	Total
Namibia	4	1	2	-	7
South Africa	1 356	4	75	3	1 438
Total	1 360	5	77	3	1 445